

EDU 685 - Global Educational Technology Final Project

As a school technology educator, you have been asked to prepare an integrated technology unit for your Professional Learning Community. There are several teachers who are interested in making global connections; however, they are unsure what is involved, what issues they may come across, and what are some projects that they could work on together. The administration is very excited but not sure where to start or what to expect. The teachers are worried that this is just another thing being thrown at them and will take up valuable class time. Parents are concerned about the "stranger danger" factor. The school board is concerned about cost of technology to make such a project happen, as well as the "stranger danger issues". They are concerned about legal liabilities. The principal of your building is behind you 100% to move forward with this amazing globally integrated technology resource which will benefit the staff, students as well as satisfy NETS standards.

TASK: The school administration is asking you to put together a resource and then present it to the school board, administrators, teachers, and any community members outlining how it will affect student learning, addressing concerns of parents, and the process for the teachers.

The superintendent is well aware that this resource and presentation would be useful to other schools in the area and has already been in contact with the superintendents in the surrounding areas. You will be working with the technology educators in these other school districts in a collaborative effort to create the resource and resulting presentation.

GROUP TASK:

Using collaborative tools, create a resource with your counterparts in class which includes the following:

- What is the general purpose and reasoning behind incorporating global projects, education, and collaboration into the classroom?
- Is the incorporation of a global education expensive in not only dollars but in time with the students? Teachers often complain that more and more is added on to their plates and each additional item means less time for what's important.
- What are resources available to students, parents, teachers and administrators? While global education isn't new, it isn't something that many are aware of. Where can people turn to gather more information?
- Are there safety concerns when it comes to children's privacy? When many people hear "technology" they immediately think of the Internet and the horror stories people have run into. What are some practices (related to child safety, ethical, and moral) that teachers should be sure to incorporate?
- Teachers are often afraid of using technology, what are some of the tools that can be used for inclusion of a global project? Provide a cheat-sheet (1-page user guide) for the tools mentioned.

INDIVIDUAL TASK: Reference Guide - Lesson Activity Plan

- Each of the tech leaders will provide an overview of an activity (lesson plan) that can be done with another country that is specific to the students in their school. These activities will be added as additional resources, but there will be one from each student. Technology leaders should include instructions on how to perform the activity but may assume that the teacher will decide how to locate and set up the global collaboration. This would be how to use the Web 2.0 tools, how to set up the class, etc.. (Professional Development Plan to train the teachers)
 - How does it affect student learning?
 - What NETS standards are met?
 - What GLE's are met?

The technology leaders for each school will then gather together to present their document and each technology leader will present their school's activity

Scoring Guide

Group Collaborative Document	Possible	Points
Addresses the reasoning and pedagogy behind global education from different perspectives. (Cites a minimum of 3 sources)	10	
Addresses cost factors in terms of both monetary and student-teacher-time. Connects with student learning and real-life relevancy of subject matter and pedagogy. (Cites a minimum of 3 sources)	10	
Provides resources for all stakeholders, each resource listed includes an overview of the resource including the type of information available, who will benefit from the resource (ex: Geared toward parent perspective), and an example of what you might find. (Includes at least 8 resources)	25	
Provides information on protecting the child, written in terms of what the teacher can do, but also ideas/tips for the parent (ex: keep the computer in a public area, not the child's bedroom)	15	
Provides a list of technology tools that can be used to facilitate global technology education. Quick Reference Guides are available when appropriate. (1 Tool/Quick Reference Guide per technology educator -- Quick Reference should give credit to the tech teacher who created it)	25	
Presentation of Materials - Each student must present a portion of the project to the class	15	
Individual Components		
Quick Reference Guide includes: <ul style="list-style-type: none"> ● Instructions on how to download and/or register for the tool/service-10 ● Instructions on how to use the tool/service-10 ● Single-sided/1-page-10 ● Includes graphics or screenshots if needed-5 	35	
Global Activity specifying the relevancy to the student and how a global collaboration would achieve a higher level of student learning. Include the process for the activity and tools that will be utilized. (1 activity for per technology leader is included, each activity should include the name of the tech leader who created it) <p>Activity includes:</p> <ul style="list-style-type: none"> ● Name of activity, subject, and purpose-5 - McREL's taxonomy ● Description, including the rationale for doing this as a global activity-10 ● Expected outcome(s), connect to NET's standards/GLEs -15 ● Detailed process of activity, include steps to take to perform the activity and questions and conversations to keep students focused on the outcomes and extend their learning-15 	45	